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ABSTRACT

This paper was developed by the Liaison Subcommittee of the Traffic Educational and Training Committee to: (1) delineate highway safety manpower and training problems, (2) propose activities to meet these problems, and (3) develop a proposed course of action to initate the activities. Included are: (1) a discussion of areas where manpower deficiencies and training shortages exist and reasons for these deficiencies and shortages, (2) functions that university highway safety centers can perform in improving highway safety, (3) a delineation of the types of training programs and people to be trained, (4) considerations in establishing a training program, including problems, needs, and supportive and primary responsibilities, and (5) a recommended plan for providing trained highway safety manpower. (SB)

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HIGHWAY SAFETY MANPOWER AND TRAINING

A Report on Highway Safety Manpower and Training Needed To Implement National Highway Safety Bureau Standards

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Prepared by
TRAFFIC EDUCATION AND TRAINING COMMITTEE
Traffic Conference, National Safety Council, Chicago, Illinois

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Prepared by
TRAFFIC EDUCATION AND TRAINING COMMITTEE
Traffic Conference, National Safety Council, Chicago, Illinois
1968

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Foreword

The Traffic Education and Training Committee of the National Safety Council has one major goal in publishing this report—to assist federal, state and local authorities and educational institutions in developing education and training programs needed to provide trained manpower required to implement the State Standards issued by the National Highway Safety Bureau to achieve the objectives of the Highway Safety Act of 1966.

The Traffic Education and Training Committee is a standing committee of the Traffic Conference of the Council. It has been concerned with traffic safety personnel and training problems for many years and has had subcommittees working on the various aspects of these problems.

To meet NHSB Standards, it was readily recognized by the Committee that there would need to be a substantial increase in both manpower and training. Therefore, a Liaison Subcommittee was established by the Committee in October, 1967, to function as an unofficial advisory group to the NHSB (1) to suggest ways that would be helpful in meeting nationwide manpower and training needs, (2) to serve as a sounding board in the field of manpower and training, and (3) to facilitate a mutual exchange of ideas.

This report is a product of the considered judgment of the Liaison Subcommittee members, who have had years of experience in this field, and of extensive discussions conducted over a period of several months with NHSB staff and others, including college and university presidents.

The entire membership of the Traffic Education and Training Committee and the Traffic Conference Executive Committee studied and approved this report.

It is felt that the information in this report will be of inestimable value to National Highway Safety Bureau authorities, state Governors and their Highway Safety Coordinators, state and local officials, educators and training institution directors and others interested and capable of supporting or participating in programs required to meet the manpower and training needs in the highway safety field.

I. Introduction

The Traffic Education and Training Committee of the Traffic Conference of the National Safety Council has been interested in highway safety manpower and training needs since 1938, and has had subcommittees working on aspects of the total problem.

The passage of the Highway Safety Act of 1966 has accelerated highway safety programming, and it is obvious that critical elements in highway safety improvement will be:

A. Education and training of existing personnel to substantially improve their productivity and ability to work together on a comprehensive program involving many specialities and disciplines.
B. Recruitment of additional personnel.
C. Providing short and long-range education and training programs for highway safety manpower:
    1. Administrators, managers and supervisors
    2. Researchers
    3. Professional manpower
    4. Specialists and technical manpower

This paper was developed by the Liaison Subcommittee of the Traffic Education and Training Committee to:

A. Delineate the highway safety manpower and training problems.
B. Propose activities to meet these problems.
C. Develop a "proposed course of action"—to initiate activities soon.

Definition of Terms

- The words *education* and *training* are used interchangeably in this paper and encompass the many types of instruction, both formal and informal, including university and college credit and noncredit courses, short courses, conferences, seminars, workshops, etc., offered by educational institutions, governmental agencies and other public and private organizations.
- The term *highway safety manpower* denotes all persons working full time or part time in an administrative, supervisory, research, professional, specialist or technical capacity in any aspect of traffic safety.
- The terms *administrators*, *managers* and *supervisors* apply to those responsible for managing, directing and coordinating either specific activities of a major function, or a total program encompassing many functions. Included in this category are persons who may be termed *generalists* who have and will have responsibilities encompassing the broad range of highway safety activities.

An example of the latter type of highway safety manpower is the liaison personnel needed by the National Highway Safety Bureau and by states in their work with political subdivisions. In evaluating programs and counseling on improvement of activities, these people need a broad perspective and understanding of the many functional areas comprising a total highway safety program at the local, state or federal level.

- *Researchers* as referred to in this paper are Ph.D's or doctoral students with a multi-disciplined background who are or will be engaged in conducting studies, surveys, research and development in some aspect of traffic safety.

- *Professional Manpower* includes those persons engaged in jobs which require at least a Bachelor's degree, such as traffic engineers, driver education teachers, automotive engineers, etc.

- *Specialists* or *Technical Manpower* refers to those persons, such as motor vehicle inspectors, driver license examiners, law enforcement officers, accident investigators, accident analysts, accident data processing specialists, emergency medical specialists and traffic court personnel, who require some specialized training, but not as much as that required by professional manpower.

II. Manpower Deficiencies, Training Shortcomings and the Reasons

To achieve a greater degree of highway safety, national motor vehicle and highway safety standards have been developed, and additional ones are underway. Undoubtedly all standards will be periodically revised as experience in their use and research findings permit refinements.

The standards alone will not achieve the desired results. They must be understood accepted and implemented. To do so requires resources and much action at all levels of government.

Manpower development is basic to implementing the standards and achieving through them and other means a higher degree of highway safety. Educational institutions, training schools of governmental agencies and training programs of private organizations must provide the education and training needed.

A. *Manpower Deficiencies*

1. There is insufficient highway safety personnel in most aspects of highway safety work at present. The extent of the shortage is not known with certainty, but there are some indicators. Past annual traffic inventories of the National Safety Council provide much information about the additional manpower required. The Institute of Traffic Engineers, the National Commission on Safety Education and other organizations have made studies of the number of personnel needed in their functional areas. However, these special studies fall far short of an assessment of manpower needs for the entire highway safety field. It is expected that present studies the NHSB has under contract will provide additional information.
2. The federal standards promulgated pursuant to the National Highway Safety Act have resulted in a need for additional personnel to develop and carry out such new or increased activities in the states as driver education, vehicle inspection, driver license re-examination, emergency medical services, driver and accident data processing, and administration of state and local programs pursuant to the Act. In addition, the National Highway Safety Bureau and other agencies need more staff
3. There is an expanding need for highway safety "generalists." Most of the personnel now engaged in the highway safety field are oriented by education and experience to one special functional area. They have little or, at best, limited knowledge of other highway safety areas. It is especially important that those persons who are to effectively carry out the responsibilities of the new administrative and liaison positions need to be given a broad education in all aspects of highway safety.

B. *Training Shortcomings*

1. Most present highway safety personnel need organized training (some have had none) in order that optimum benefit can be obtained from existing manpower and expenditures.
2. There are few existing training programs which could be considered adequate to provide the training needed by the type of highway safety manpower attending them. In some states there is no training program for many types of highway safety personnel. On the local level, training is generally nonexistent. What does exist is meager at best.
3. Past training has been mostly for personnel at the recruit or operations level. There has been little training for those at the supervisory and administrative levels. Furthermore, little

attention has been given to providing training throughout the person's career.

4. Traffic safety training generally has concentrated on "specialty" training and has failed to give the students an understanding of the many other functions and activities comprising the total highway safety program, and their interdependence and interrelationships.
5. There is no agreed upon or generally accepted content and standardization of courses and curricula for most of the instructional programs.
6. There is a scarcity of training material and teaching aids.
7. Evaluation of training programs is almost nonexistent. Pretesting and post-testing of students, when performed, is often weak.
8. There are far too few instructors in the total highway safety field. Some driver education teacher preparation programs are serving well, but educational programs for other highway safety instructors are a rarity.
9. Training is not accorded its deserved importance by administrators in the planning and budgeting process. The dividends to be derived from training in terms of better performance and increased productivity do not seem to be recognized by most administrators. The lack of training programs for supervisors, managers and administrators is a further indication of this lack of appreciation for the merits of good training.
10. With few exceptions, educational institutions have neither been called upon nor have they taken the initiative to establish programs for highway safety manpower development other than for driver education teachers. Many of these institutions have not encouraged or given faculty the opportunity to become more proficient through in-service education and other learning experiences which would enable them to make maximum use of the latest technological developments and research findings.

C. Reasons for Manpower Deficiencies and Training Shortcomings

1. Lack of appreciation on the part of legislators and administrative and budget officers of the need for adequate selection standards and proper training essential to improving performance and productivity.
2. Low budgets and shortage of manpower which makes scheduling personnel time for training difficult or presumably impossible.
3. Trainees not being appreciated by supervisors or adminis-

trators when trying to implement changes as a result of training experiences.

4. Lack of understanding of what the jobs and positions should entail.
5. Little recognition of education and training in promotion and salary increases.
6. Poor training experiences which discourage future interest in training opportunities.
7. Lack of confidence that results can be obtained from traffic safety activities.
8. Lack of public pressure upon officials to do something more or better about highway safety. This would call for improved training.
9. Legislation which imposes impractical time limits and/or fails to take into account the manpower and training needed to effectively implement the legislation.

III. Functions and Activities of University Highway Safety Centers

Since university highway safety centers are considered to be one of the facilities for manpower development, consideration should be given to the several functions that universities can appropriately perform to assist in improving highway safety.

A. *Education and training* of a wide variety of highway safety personnel, including researchers, administrators and supervisors, professional specialists and technical personnel, instructors, directors and coordinators of educational programs. A more extensive listing of the various types will be provided later.

B. *Research and development* activity ranges from pure or basic research to simple surveys and studies, including applied research, public policy research, experimentation and developmental projects. Allied to the function of research is the activity of applying research and development findings by incorporating them into on-going activity of appropriate agencies.

C. *Service (extension type) activity* which encompasses a wide range of types of assistance to the agencies responsible for implementing the standards. The following list indicates some of these typical services:

—Implementing research into action programs
—Providing technical information
—Evaluating program effectiveness
—Analyzing problems and programs
—Assessing improvements needed and program and project planning
—Developing manuals, guidelines, administrative procedures, policies
—Surveying particular activities or locations
—Planning and execution of experiments or demonstration projects
—Assisting legislative committees
—Stimulating professional organization activity
—Providing consultation on a wide variety of technical and professional matters
—Providing expert opinion on state and local issues and needs, such as financial, manpower, policy, legislation, organization and administration.

IV. Types of People To Be Educated or Trained

A. Researchers
  —Researcher educators
  —Post-doctoral and doctoral students
B. Staffs of educational institutions, such as
  —Directors
  —Coordinators
  —Professors and instructors
  —Researchers
  —Extension (services) personnel
C. Professional personnel, such as
  —Traffic engineers
  —Driver education teachers and supervisors
  —Automotive safety engineers
D. Highway safety management personnel, such as
  —State and local highway safety program administrators
  —Federal highway administration highway safety personnel
  —Administrators and supervisors of highway safety functions, such as policing, driver licensing, etc.

—National, state and local safety organization personnel, such as safety council managers, staffs of national support organizations, etc.

E. Highway safety specialists and technicians for functions such as the following:
   - —Periodic motor vehicle inspection
   - —Motor vehicle registration
   - —Highway safety education (school and public)
   - —Driver licensing
   - —Codes and laws development and enactment
   - —Traffic court administration and operation
   - —Identification and surveillance of accident locations
   - —Traffic records maintenance and analysis
   - —Emergency medical services
   - —Highway design, construction and maintenance
   - —Traffic engineering
   - —Law enforcement
   - —Public information
   - —Public support
   - —Automotive safety engineering
   - —Accident investigation
   - —Fleet safety supervision, such as school bus, government owned and operated vehicles and commercial fleets

Each of the foregoing functions involve several types of specialists or technicians. To illustrate, the several types involved in the function of driver licensing are:

- —Driver license examiner
- —Driver improvement chief and officers
- —Chief driver license examiners and supervisors
- —Research and development director
- —Records supervisor and assistants
- —Financial responsibility administrator
- —Data processing and computer specialists
- —Public information specialist
- —Legal aide
- —Department executive, administrators and field chiefs
- —License appeal board officers

In addition there are many clerical, maintenance and business operation personnel which have not been listed because their functions are more of a supporting nature than driver licensing per se, but are nevertheless essential to the operation of the department.

V. Types of Programs Educational Institutions Should Provide

A. Post-doctoral researcher education
B. Doctoral researcher education
C. Doctoral programs for professionals, i.e. driver education teachers and supervisors, engineers, university highway safety program professors and directors
D. Bachelor and Master degree programs for career highway safety personnel, both at the pre-entry and the in-service stages
E. Associate degree Junior College programs for sub-professional and technical level, pre-entry education of career highway safety personnel and for in-service career advancement of specialists and technicians
F. Non-degree programs, possibly having some credit applicable to the foregoing programs, ranging from one-day conferences or series of one-day conferences for some types of highway safety personnel to 40 hours per week for nine-month programs, such as Northwestern University Traffic Institute's Traffic Police Administration Training Program.

VI. Problems and Needs in Establishing Education and Training Programs

A. The diversity of types of people to be trained and educated, and the large numbers in some categories, make the need for many qualified instructors a critical one. To man a sufficient number of educational centers will require an extensive instructor, director and coordinator recruitment and education program before any great amount of education and training can be accomplished.
B. Content of courses must be developed and training materials and aids prepared to provide good training in a most economical fashion. Some of the areas of instruction which will be needed

do not have texts or even accepted and agreed upon course content.

C. The time of those who are trained is another crucial element. It will be difficult to have those who are presently in service assigned to a training program for a sufficient length of time unless the interest of the trainees, as well as their administrators, is developed.

D. Obtaining the cooperation of a sufficient number of educational institutions also may prove to be a problem. Much will depend upon the system to be adopted, financing, and the kind and extent of program which participating educational institutions will be expected to conduct.

E. The location of the education and training programs in relation to the source of the trainees is another serious consideration. How far the trainee can be expected to be sent for education and training is a question that must receive serious consideration.

VII. Major Immediate Concerns

A. Timing and Priorities for Immediate Needs and Long-Range Goals

A major concern is the timing and priorities of the total manpower development program to accommodate immediate needs, as well as essential long-range goals. The diversity of training needed, ranging from technical recruit and in-service short courses to Ph.D. courses and curricula, may well call for different approaches most appropriate for the different types, levels and location of personnel to be trained or educated and different schedules for implementing them.

B. Immediate Need for Training Persons Now on the Job

The most immediate need is providing education and training as soon as possible to the great numbers of persons presently serving the variety of functional agencies and organizations whose competence must be improved in order to implement the Highway Safety Standards. In other words, highest priority should be accorded training programs designed to improve present highway safety activities so as to decrease highway traffic deaths and injuries within the next three years.

C. Utilization of Existing Educational Institutions

The existing interest and capability of every educational institution, agency, training academy, etc., which could and would

assist in the monumental task of organizing, promoting and conducting training and education courses of all types, should be utilized.

D. Scarcity of Competent Instructors

First attention needs to be given to overcoming the scarcity of competent instructors if an accelerated education and training program of acceptable quality is to be undertaken soon.

E. Training Geared to Needs of State and Local Agencies

The education and training programs must be geared to the needs of state and local agencies. To accomplish this, a working relationship between educators and official agencies at the state and local level is imperative.

VIII. What Must Be Done To Provide the Manpower and Training Needed

A. Organize in each state a traffic education and training committee. This committee would be appointed by the governor to identify training needed in the state, obtain educational institution participation and promote interest in the training. Members of this committee would include representatives from educational institutions, official agencies and other organizations able to assist in achieving its objectives.

B. Conduct a study of the nature and dimension of the nation's overall highway safety manpower and training needs and resources, both present and future.

C. Develop a suggested plan by use of which each state could assess its own manpower and training needs and develop a plan of action to meet them.

D. Identify the knowledge and skill needed by each of the many different types of highway safety personnel, utilizing job analyses, existing material and research findings not limited to those of the highway safety field. Also, identify the subject matter that a specialist in one field needs from others.

E. Prepare materials useful in explaining the need and benefits to be derived from initiation or augmentation of training for all types of traffic personnel, and manuals on organizing,

planning and conducting training programs.

F. Develop the interest of officials, educators, highway safety professionals and business leaders in each state in meeting training needs. Developmental materials, manuals, guidelines, workshops, traffic training study groups and regional meetings of representatives of several states are suggested means to stimulate interest and help key people in states plan highway safety training programs.

G. Collect samples of training materials and information on existing programs and instructors.

H. Develop content of courses and conferences and instructional units for the programs needed by the many types of highway safety personnel.

I. Establish instructor training programs utilizing as instructor trainer teams the best obtainable persons from educational institutions, governmental agencies and safety organizations whose knowledge of certain aspects of highway safety and experience in teaching the subject qualify them.

J. Develop recruitment programs to satisfy the need for additional manpower as well as replacements in the highway safety field.

K. Provide scholarships for undergraduate study and scholarships and fellowships for graduate and post-doctoral study to prepare career highway safety personnel for all aspects of highway safety activity, management, teaching and research.

L. Allocate an adequate percentage of agencies' budgets to training, including provision of relief manpower to replace those on leave for training.

M. Organize and administer internship programs with the cooperation of national and state highway safety agencies.

N. Acquire funds and personnel to do the foregoing. Qualified specialists in the wide diversity of fields of highway safety could be obtained as consultants on a part-time basis. Others would be needed full time for a limited period, and still others would be needed as permanent staff to work on the foregoing steps and later on longer range activities (listed hereinafter). The assistance of field staffs of national organizations also could be utilized, particularly in paragraph F.

O. Develop appropriate descriptive materials designed to assist high school guidance counselors and college and university officials to counsel and encourage young people to become interested in this field.

P. Develop in each state a highway safety center at one of the colleges or universities in the state, properly staffed and financed to carry out needed research, training and services in the highway safety field. Such centers should collaborate with

other colleges and universities in the state or region, affording them an opportunity to participate in a coordinated program.

Q. Provide funds to appropriate agencies to do the staff work on the preparation of curricula and course materials for particular manpower areas in collaboration with the outstanding people in that field.

R. Revise (in the same manner as paragraph Q) training content and materials as research, demonstrations and experiments indicate the need for change.

IX. Responsibilities and Time Schedule for What Needs To Be Done

To accomplish the objective of providing for all of the highway safety manpower training necessary, action must be taken on items enumerated in Section VIII. This can be done effectively by using a number of agencies and different levels of government.

In the judgment of the Traffic Education and Training Committee the most practical and expeditious way to achieve the goals is to divide primary and supportive responsibilities as follows on the time schedule indicated:

A. National Highway Safety Bureau

1. Primary Responsibilities
   a. Conduct national study of manpower, 1968*—
   b. Develop plan for states to study own manpower and training needs, 1968-1969
   c. Provide resources to identify knowledge and skill needed by each type of highway safety manpower, 1969—
   d. Develop interest of officials, educators, etc., in meeting training needs, 1968—
   e. Collect training materials and information on existing programs and instructors, 1969—
   f. Provide resources to develop content of courses, conferences and instructional units, 1969—
   g. Provide resources to establish instructor training programs, 1970—

*1968 means fiscal year 1967-1968; 1969 means fiscal year 1968-1969. Dashes signify successive years.

h. Encourage development of recruiting materials, 1969—
i. Provide resources for the preparation of curricula and teaching materials, 1969—
j. Provide resources to revise training content and materials based on research, experiments, etc., 1969—

2. Supportive Role—assistance in:
   a. Establishment of state traffic education and training committees, 1968—
   b. Preparation of materials and manuals explaining need and benefits and on organizing, planning and conducting training programs, 1968-1969
   c. Provision for scholarships and fellowships, 1968—
   d. Encouragement of allocation of funds from agencies' budgets for training, 1968—
   e. Provision for internship programs, 1968—
   f. Encouragement of the development of state safety education centers, 1969—

B. Other National Agencies

1. Primary Responsibility
   a. Prepare materials and manuals explaining need and benefits and provide guidance on organizing, planning and conducting training programs, 1968—
   b. Assist NHSB in collection of training materials and information on existing programs and instructors, 1968—
   c. Develop content of courses (curricula and teaching materials), conferences and instructional units, 1969—
   d. Revise training content and materials based on research, experiments, etc., 1969—
   e. Identify knowledge and skill needed by each type of highway safety manpower, 1969—

2. Supportive Role—assistance in:
   a. Establishment of state traffic education and training committees, 1968—
   b. Assistance with national study of manpower and training needed, 1968—
   c. Development of interest of officials, educators, etc., in meeting training needs, 1968—
   d. Development of recruitment programs, 1968—
   e. Provision for scholarships and fellowships, 1968—
   f. Encouragement of allocation of funds from agencies' budgets for training, 1968—
   g. Provision for internship programs, 1968—
   h. Encouragement of development of recruiting material, 1969—

i. Encouragement of the development of state university highway safety centers, 1969-

C. Regional Entities (governmental or other)

1. Primary Responsibility
   a. Serve as staff for Regional Coordinating Committee (see Section X-C), 1968—
   b. Communicate with national agencies and other regional agencies, 1968—
2. Supportive Role—assist NHSB and other national agencies in the:
   a. Collection of training material and information on existing programs and instructors, 1968—
   b. Establishment of instructor training programs, 1968—
   c. Conduct of internship programs, 1968—
   d. Development of state university highway safety education centers, 1969—

D. States

1. Primary Responsibility
   a. Establish state traffic education and training committees, 1968—
   b. Prepare materials and manuals explaining need and benefits and provide guidance on organizing, planning and conducting training programs, 1968—
   c. Develop content of courses, conferences and instructional units, through colleges, universities and other appropriate agencies, 1969—
   d. Establish instructor training programs through colleges, universities, and other appropriate agencies, 1969—
   e. Develop recruitment programs, 1968—
   f. Encourage allocation within agencies' budgets for training, 1968—
   g. Organize and administer internship programs, 1968—
   h. Develop state highway safety centers, 1969—
2. Supportive Role—assistance in:
   a. National study of manpower and training needed, 1968—
   b. Identification of knowledge and skill needed by each type of highway safety manpower, 1969—
   c. Provision for scholarships and fellowships, 1968—

X. Possible Alternative Plans for Meeting Training Needs

A. Regional University Centers Exclusively—

Under this plan one university in each region would be provided 100 per cent federal funding and would be designated as the center for all highway safety manpower training, research and services for the region.

1. Advantages
   a. Ease of administration from the National Highway Safety Bureau in Washington, since there would be fewer institutions with which to deal.
   b. Ease of maintaining quality control over the output because of fewer institutions and contract provisions.
   c. Availability of multi-disciplinary staff to train researchers, top level administrators and other key individuals who need a broad highway safety background.
   d. Ability to provide training in a region where relatively small numbers of some types of safety manpower are needed in each state.
   e. Ability to develop materials in certain areas.
2. Disadvantages
   a. Inability of a single regional university to provide in the near future the needed training for the large number of persons now on the job who need higher qualifications in order to implement the Standards.
   b. Failure to utilize existing strengths in other institutions of the region.
   c. Failure to take into account the existing training programs and facilities of agencies conducting their own recruit and in-service training.
   d. Lack of incentive for the establishment of new highway safety training, research and services programs in other colleges and universities.
   e. Lack of incentive for continuation and expansion of existing highway safety training and research and service programs in other educational institutions of the region.
   f. Difficulty in obtaining students and in achieving recognition by institutions not being fully financed.
   g. Difficulty in staffing regional centers to provide quality instruction for the masses that need training, public information and technical support for the states in the region.

h. Danger of federal control over educational programs and accreditation of educational institutions by federal agencies.
i. Problems resulting from personnel having to cross state lines and travel long distances to receive training.
j. Additional time required to establish regional centers—select the institution for the region, procure staff and obtain institutional approval for credit courses and curricula (2 years normally).

B. Modified Regional Highway Safety Center Plan

Under this plan, one university would be contracted by the NHSB and designated as the regional center. In turn this center would subcontract with other institutions to provide some of the needed training programs, research and services that it could not provide.

1. Advantages
   a. Ease of administration of the Regional University Center by NHSB.
   b. Provision for utilization of existing programs in the universities, colleges and junior colleges of the states.
   c. Availability of training nearer student's home base.
   d. Motivation for schools to establish new programs in order to obtain subcontracts from the Regional University Center.
   e. Elimination of need to staff a super center.
2. Disadvantages
   a. Reluctance of one educational institution to be under contract to and under supervision of another.
   b. Potential failure to utilize the existing strengths in other institutions, since the university holding the contract for the Regional University Center would have discretionary power.

C. Interstate Coordination

Under this plan there would be no Regional University Center, but all educational institutions would be given the opportunity to contribute to the total program. The institutions would be coordinated by a Traffic Education and Training Committee appointed by the Governor in each state. The committee would work closely with the NHSB regional office and with the National Highway Safety Bureau. A Regional Coordinating Committee, including members representing each State Traffic Education and Training Committee, would coordinate the manpower training, research activities and services needed regionally.

1. Advantages
   a. Provides for utilization and expansion of existing education and training programs.
   b. Provides all interested educational institutions with an opportunity to participate in the program.
   c. Encourages interested universities with adequate staffs and facilities to develop highway safety manpower training programs.
   d. Provides the flexibility for training researchers and other personnel on a selected university basis through the Regional Coordinating Committee.
   e. Permits the individual states to conduct the needed training to meet their own highway safety program requirements.
   f. Establishes a coordinated balanced program in each state through the State Highway Safety Education and Training Committee.
   g. Provides the option for each state to conduct its own training program or to send personnel to other states for such training.
   h. Enables the state, through membership on the Regional Coordinating Committee, to have a voice in determining how and where regional training activities should be conducted.
   i. Provides greater opportunity for educational institutions to develop programs, attract students and achieve recognition.
   j. Immediately utilizes existing training programs.
2. Disadvantages
   a. Provides less centralization, which could make administration and quality control more difficult from the federal viewpoint.
   b. States with little or no interest or capability for providing needed training programs might remain inactive.
   c. Possible difficulty in maintaining interest and activity of State Highway Safety Training Committee.

XI. Recommended Plan of Action

Based upon experience and thorough consideration of the three alternative plans of meeting the highway safety manpower training needs, as detailed in Section X, and after considerable discussion and deliberation with members of the NHSB staff and people in the field, including college and university presidents, it is the judgment of the

Traffic Education and Training Committee of the NSC Traffic Conference that the most logical plan is the one examined in Section X-C. Under this plan there would be no Regional University Center, but any interested educational institution able to carry out any part of the enormous training task would be given the opportunity to do so.

Each Governor would appoint an advisory traffic education and training committee that would plan and coordinate the highway safety manpower training program within the state, working in conjunction with the NHSB regional office and the National Highway Safety Bureau where federal funds were involved. Membership on this might be drawn from the following:

A. State highway program administrator.
B. University, college and junior college presidents, deans or department heads whose institutions have demonstrated interest in highway safety.
C. Head or director of continuing education program or chairman of an inter-university coordinating committee of directors of continuing education or extension programs.
D. Administrators or training directors of police academies and other highway safety training institutions.
E. State department of education safety coordinator.
F. Administrator from motor vehicle department.
G. Administrator from state health department.
H. Superintendent or training director of state police agency.
I. Officials of state or national professional traffic safety organizations.

Responsibilities of the State Traffic Education and Training Committee would include, but not be limited to:

A. Determining education and training needs of the state, the extent of present programs and readiness and capability of educational institutions to initiate or add programs.
B. Providing guidelines for each type of course which prospective trainees would attend.
C. Maintaining a close working relationship with state and local highway safety program administrators to promote as much education and training in state and local planning as needed.
D. Promoting interest among officials of educational institutions in the state in providing assistance of education, research and services to state and local agencies and to national, state and local private organizations.
E. Keeping the Governor advised of the current status of and needs for highway safety manpower and training throughout the state.
F. Promoting compacts with other states for training of needed highway safety manpower in categories where the numbers

needed within the state do not justify the maintenance of a training program.

In states with a relatively small and scattered population, the best solution may be cooperation between two or more states whereby one would provide training for certain functional areas, while the others would not duplicate this training but would train manpower for other functional areas with these courses being utilized by personnel from all states involved in the arrangement.

Even in the case of larger states, there may be no need for each state to have an educational program for some categories of manpower where very limited numbers are involved. For example, the Committee sees little need for most states to train highway safety researchers, traffic engineers, top level administrators, etc. It is recommended that training in such instances be done on a regional basis, using one or more educational institutions in a region as needed, with the program worked out and promoted by the Regional Coordinating Committee. This committee should include three representatives from each state. These representatives should be appointed by the Governor. At least one of them should be an active member of the State Traffic Education and Training Committee. Other members should be drawn from the foregoing State Committee list. Staff of the NHSB Regional Office could serve as staff for this Regional Coordinating Committee.

Duties of the Regional Coordinating Committee would include, but not necessarily be limited to, the following:

A. Determining the education and training needs of the region which cannot be reasonably and economically met by independent action of each state.

B. Determining which educational institutions in the region can best provide the courses needed for students from more than one state of the region.

C. Maintaining a close working relationship with state TET committees and assisting them in promoting as much education and training at state and local levels as needed.

D. Maintaining a close liaison with the National Highway Safety Bureau.

E. Keeping the State Traffic Education and Training Committees and the Governors of the region informed of the current status and needs of highway safety manpower training in the region.

There is a need for the development of curricula, audio-visual aids and other teaching materials in most of the areas of highway safety manpower training. The Committee feels strongly that more uniformity of training is needed, but does not feel that there should be rigid prescriptive course content and requirements issued by the National Highway Safety Bureau. Texts and detailed course and curricula objectives and outlines of content need to be available, but the details

of how to teach the required content should be left to the institution and the instructor.

It is recommended that the best method for development of these materials is for the Bureau to provide funds to appropriate agencies (such as the National Education Association in the driver education field, the Institute of Traffic Engineers and/or American Association of State Highway Officials for traffic engineers, and the American Bar Association in the traffic court area) to do the staff work on the preparation of curricula and other materials for particular manpower areas in collaboration with the outstanding people in that field.

As detailed above, the plan recommended by the NSC Traffic Education and Training Committee would not only place in the hands of the states the responsibility for providing the needed highway safety manpower training, but it would also provide the mechanism for the states of a region to cooperate on joint programs when this is more appropriate. The National Highway Safety Bureau, in addition to providing some of the necessary funds, would stimulate activity, exercise guidance and promote uniformity through its relationship with the regional and state committees.

Traffic Education and Training Committee
Traffic Conference
National Safety Council

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